Profile of an Equitable Classroom

Each of the following tables represents one of seven components of classroom instruction—physical environment, curriculum, language, teaching methodology, behavior management, academic evaluation, and classroom integration. Use these tables to assess equity in the classroom.

I. Physical Environment—The physical environment of the classroom includes displays on all bulletin boards, posters, and presentations used to decorate the room. It also includes the greeting and messages that are posted on walls. The location of desks and the general physical organization of the room are included as well.

Physical Environment		
Ideal	**Acceptable**	**Unacceptable**
The teacher visually portrays male and female representatives of various races, cultures and physical disabilities in both traditional and non-traditional roles, and in pictorial displays. The teacher structures the environment (e.g. seating arrangements and physical placement of furniture) to facilitate integration of all members of the class. The teacher ensures that adaptations are made in equipment and room organization so that the effect is a barrier free environment.	The teacher provides gender and race neutral visual images in pictorial displays. The teacher structures the physical environment to be barrier free when it is necessary.	The teacher visually portrays people only in roles traditional for their race, gender, or culture. The teacher portrays only one gender, race, or culture in visual displays. The teacher's visual displays portray gender, race, ethnic, or physical disability stereotypes.

II. Curriculum—The formal and informal content that is taught in the classroom through lessons, activities, and modeling. Curriculum includes all aspects of a teacher's programs and activities that make up the complete program of education for the purpose of educating students.

Curriculum		
Ideal	**Acceptable**	**Unacceptable**
The teacher's classroom activities are multicultural and gender fair. The teacher includes classroom lessons to increase awareness, and counter the past effects of race, gender, ethnic, or physical disability bias and discrimination. The teacher actively encourages students to accept and value diversity in themselves and others. The teacher organizes instruction to ensure that students learn to cooperate with students who are different. The teacher presents instruction and content that reflects a multicultural perspective.	The teacher's classroom activities are multicultural and gender-fair. The teacher sometimes will include activities that will result in students cooperating with other students.	The teacher does not include the contributions of women or racial and ethnic minorities. Or the teacher fails to inform students that the people studied are not members of the dominant culture. The teacher presents stereotyped views of groups of people. The teacher presents materials that present only a single ethnocentric view of history, education, and culture.

III. Language—The language and language style used in the classroom by the teacher and what the teacher allows students to use.

Language		
Ideal	**Acceptable**	**Unacceptable**
The teacher uses inclusionary terms for people in all written and oral communication. The teacher works with students to help them use inclusionary terms for people in their written and oral communication. The teacher discusses the negative impact of the use of derogatory terms in reference to race, gender, ethnic groups, or physical disabilities.	The teacher uses inclusionary terms for people in all written and oral communication.	The teacher uses derogatory terms in reference to any race, gender, or ethnic group. The teacher repeatedly uses gender-limited language. The teacher repeatedly mispronounces names. The teacher is indifferent to students' use of derogatory terms in reference to any race, gender, ethnic, or physically disabled group.

IV. Teaching Methodology—The style, time, and method of attention directed at students by the teacher in the process of instruction.

Teaching Methodology		
Ideal	**Acceptable**	**Unacceptable**
The teacher provides the same amount of teaching attention to all students, but varies the type of attention to meet the student's need and style. The teacher directs the classroom discussion to enable all students to participate. The teacher provides a variety of different types and styles of attention to students to provide for the individual needs of students. The teacher analyzes their interactions with students for differential patterns and takes action to counteract and balance differences.	The teacher provides teaching attention to all students, but varies the type of attention to meet the student's need and style. The teacher directs the classroom discussion to enable the majority of students to participate.	The teacher provides students with different amounts of attention based on students' race, gender, ethnicity, or physical disability. The teacher allows a student or group of students to dominate the class. The teacher does not provide for the individual needs of students. The teacher expresses no concern, nor takes any action to address imbalances in student interaction patterns.

V. **Behavior Management**—The style, time, and methods used by the teacher to control students' behavior in the classroom.

Behavior Management		
Ideal	**Acceptable**	**Unacceptable**
The teacher explicitly informs students in advance of acceptable and unacceptable behavior, and the consequences of their behavior.

The teacher reprimands all students equally, for infractions of classroom or school rules.

The teacher regularly praises all students equally for good behavior.

The teacher does not allow or condone students to harass each other. | The teacher usually informs students of their behavioral expectations.

The teacher reprimands all students equally, for infractions of classroom or school rules.

The teacher praises all students for good behavior.

The teacher does not allow students to harass each other or condone such actions. | The teacher does not make rules clear to students.

The teacher reprimands students differently based on their race, gender, or national origin.

The teacher attributes stereotyped characteristics to a particular group in an effort to control student behavior.

The teacher does not take action to prevent students from harassing other students based on race, gender, ethnicity, and/or physical disabilities. |

VI. Academic Evaluation—The style and systems used by the teacher to evaluate and report student academic performance.

Academic Evaluation		
Ideal	**Acceptable**	**Unacceptable**
The teacher has a set of high academic expectations for all students without respect for the students' race, gender, ethnicity, or physical disabilities. The teacher communicates those expectations to all students. The teacher praises students for the intellectual quality of their work, irrespective of the student's race, gender, ethnicity, or physical disabilities from a set of criteria that has been announced to the students. The teacher uses a variety of methods to evaluate student academic performance.	The teacher has a single set of academic expectations for all students without respect for the students' race, gender, ethnicity, or physical disabilities. The teacher acknowledges the intellectual quality of students' work, irrespective of the student's race, gender, ethnicity, or physical disabilities from a set of criteria that has been announced to the students. The teacher has a limited number of methods of evaluating student performance.	The teacher uses a different set of criteria for evaluating the academic work of students, based on the student's race, gender, ethnicity, or physical disability. The teacher evaluates students differently for the same performance, basing the evaluation on the student's race, gender, ethnicity, or physical disability. The teacher uses only a single method to evaluate student performance.

VII. Classroom Integration—The structure and activities that the teacher formally and

Classroom Integration		
Ideal	**Acceptable**	**Unacceptable**
The teacher promotes cooperation and integration of students through activities that will help students of different skill levels, genders, physical disabilities, races, and ethnic groups to work together more effectively. The teacher structures classroom activities in order to promote the development and exercise of leadership skills among a variety of students.	The teacher assigns classroom seating patterns, project groups, and other structured activities to integrate students by race, gender, physical disability and/or ethnic group.	The teacher groups students for any activity by race, gender, ethnicity, or physical disability. The teacher allows segregated patterns to exist by allowing students to group themselves. The teacher assigns classroom tasks on the basis of a student's race, gender, ethnicity, and/or physical disability. The teacher does not encourage a multiracial/ multicultural type of student leadership. The teacher structures classroom tasks so as to have competition between different genders, races, ethnic groups, and/or physical disabilities. The teacher places students in same skill instructional groups for academic instruction.

informally uses to facilitate student social and academic cooperation.

Source: Eisenhower National Clearinghouse, 2001.